DOCUMENT RESUME

ED 053 486 32 EA 003 719

TITLE Annual Report: Activities and/or Services for Educationally Deprived Children Under Title I of the Elementary and Secondary Education Act for Fiscal Year Ending June 30, 1970.

INSTITUTION Texas Education Agency, Austin.

PUB DATE 71

NOTE 17p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29

DESCRIPTORS Academic Achievement, Achievement Gains, Community Involvement, *Compensatory Education, Delinquent Rehabilitation, *Disadvantaged Youth, *Federal Programs, Handicapped Students, Inservice Education, Parent Participation, *Program Evaluation, Retarded Children, Standardized Tests, Teacher Aides, Teacher Education, Test Results

IDENTIFIERS *Elementary Secondary Education Act Title I, ESEA Title I, Texas

ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. In keeping with USOE requirements for evaluating Title I programs, this document is constructed of (1) responses to USOE probes by questionnaire sequence, (2) applicable supplementary or background information, and (3) available related findings. Data were collected from interviews with selected personnel from the Texas Education Agency; reaction reports from teachers, administrators, State ESEA Title I personnel, and university personnel; onsite visitations by Title I staff and university consultants; and evaluation supplement and narrative reports distributed to local educational agency Title I directors and activity directors. (EA)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED053486

ANNUAL REPORT

ACTIVITIES AND/OR SERVICES

FOR EDUCATIONALLY DEPRIVED CHILDREN

UNDER TITLE I OF THE

ELEMENTARY AND SECONDARY EDUCATION ACT

FOR FISCAL YEAR ENDING JUNE 30, 1970

EA 003 719

Prepared by

Division of Assessment and Evaluation

Texas Education Agency

1971

COMPLIANCE WITH TITLE VI CIVIL RIGHTS ACT OF 1964

Reviews of the local educational agency pertaining to compliance with Title VI, Civil Rights Act of 1964, will be conducted periodically by staff representatives of the Texas Education Agency. These reviews will cover at least the following policies and practices:

1. Enrollment and assignment of students without discrimination on the ground of race, color, or national origin.

2. Assignment of teachers and other staff without discrimination on the ground of race, color, or national origin.

3. Non-discriminatory use of facilities.

4. Public notice given by the local educational agency to participants and other citizens of the non-discriminatory policies and practices in effect by the local agency.

In addition to conducting reviews, Texas Education Agency staff representatives will check complaints of non-compliance made by citizens and will report their findings to the United States Commissioner of Education.

TABLE OF CONTENTS

Basic State Statistics 1

SEA Title I Staff Visits to Participating Districts 3

Description of Changes the Texas Education Agency has Made in the Last Three Years in its Procedures, and the Effects of Such Changes 5

Pilot Project in Educational Planning 5

Long Range Planning 6

Effect on Educational Achievement 7

Coordination of Federal Funds to Augment Title I Funds 8

Participation by Nonpublic Schools 10

Types of Programs Offered 10

Extent of Joint Planning Between Local School Districts and Nonpublic Schools 11

In-Service Training for Teachers and Teacher Aides 12

LIST OF TABLES

Table		Page
1	Total Participants in Title I, ESEA Funded Programs by Type Enrollment	1
2	Summary of Participants in Title I, ESEA Funded Programs in Texas	2
3	Total Participants in Title I, ESEA Funded Programs by Grade Span	3
4	Manpower Requirements by Texas Education Agency Divisions for Fiscal Year 1970 Monitoring	4
5	Federal Funds Used to Supplement Title I Funds	8
6	Selected Districts in Which Large Amounts of Other Federal Funds Supplemented Title I Funds	9
7	Participants in Nonpublic Projects By Programs	10
8	Examples of Expenditures on In-Service Training as Reported on CPIR	13

BASIC STATE STATISTICS

Table 1 TOTAL PARTICIPANTS IN TITLE I, ESEA FUNDED PROGRAMS BY TYPE ENROLLMENT
(Unduplicated Count)

	1965-66		1966-67		1967-68		1968-69		1969-70	
	Number of Participants	Percentage	Number of Participants	Percentage	Number of Participants	Percentage	Number of Participants	Percentage	Number of Participants	Percentage
Public	379,731	91.5	387,622	92.0	425,480	96.98	575,725	96.26	456,460	97.56
Nonpublic	9,659	2.3	10,741	2.6	11,027	2.51	21,947	3.66	11, 398	2.44
Not Enrolled (including public schools	25,621	6.2	22,848	5.4	2,197	.51	408	.08	--	--
Totals	415,071	100.00	421,211	100.00	438,704	100.00	598,080	100.00	467,858	100.00

Table 2 SUMMARY OF PARTICIPANTS IN TITLE I, ESEA FUNDED PROGRAMS IN TEXAS

	1965-66	1966-67	1967-68	1968-69	1969-70
Number of School Districts in State	1,330	1,303	1,273	1,242	1,227
Number of School Districts with Title I Funded Projects	1,133	1,155	1,157	1,107	1,091
Percent of Total School Districts Having Projects Funded from Title I, ESEA	85.1%	88.6%	90.8%	89.1%	88.9%
Number of Regular Projects	661	716	750	749	763
Number of Cooperative Projects	151	124	115	100	91
Number of Schools in Cooperative Projects	474	439	407	358	328
Total State Enrollment of Public Schools	2,493,390	2,554,308	2,615,623	2,682,229	2,728,007
Total Direct Participants in Title I Funded Projects	415,011	421,211	438,704	598,080	467,858
Percent of State Enrollment Directly Participating	16.6%	16.5%	16.8%	22.29%	19.3%

Table 3 TOTAL PARTICIPANTS IN TITLE I, ESEA FUNDED PROGRAMS BY GRADE SPAN

Grade Span	1965-66	1966-67	1967-68	1968-69	1969-70
Preschool	22,348	19,954	29,811	23,841	31,414
Elementary (1 - 6)	244,142	247,993	257,149	396,295	307,521
Secondary (7 - 12)	137,711	140,586	139,714	177,536	128,923
TOTAL NUMBER OF DIRECT PARTICIPANTS	404,201	408,533	426,674	597,672	467,858

SEA TITLE I STAFF VISITS TO PARTICIPATING DISTRICTS

During fiscal year 1970, 363 programs, funded under Title I of the Elementary and Secondary Education Act of 1965, were monitored by State Education Agency personnel. Monitoring as conducted by the Texas Education Agency consisted of a comparison of the operation of school programs or projects operated with federal assistance and using funds from Title I, with the school's description in the Consolidated Application for State and Federal Assistance of how the project or program would be operated. The monitoring function incorporates the preparation of a report concerning deviations from the description, describing and suggesting reasons for each deviation.

Appropriate Texas Education Agency divisions assume responsibility for providing certain types of pre-visitation data. For example, the Division of School Accreditation furnishes a copy of each accreditation report to the Division of Program Funds Management, the division responsible for coordination of the monitoring activity. This information is then used by Program Funds Management consultants to strengthen school district use of federal resources. Supportive assistance is provided by appropriate State Education Agency divisions to augment Program Funds Management personnel in conducting on-site monitoring functions.

Scheduling of on-site visitations is based on a representative sample by Standard Metropolitan Statistical areas within 20 Education Service Center areas. Long-term projection will permit on-site visitation to all school districts which have programs operated with Title I funds by the end of fiscal year 1971.

On the average, two schools are to be monitored per man-week. A follow-up letter is written after each visit. Manpower requirements by Agency divisions for fiscal year 1970 monitoring was:

Table 4

Division	Consultants	Weeks Each	Man-weeks
Program Development	5	1	5
Office of Planning	2	1	2
Vocational Education	10	2	20
Guidance and Counseling	8	2	16
Special Education	1	2	2
Administrative Services	2	1	2
Migrant	3	2	6
Instructional Media	2	2	4
Program Funds Management			
Consultants	13	13	169
Field Staff	5	20	100
TOTAL	51	46	326

Specific objectives for each school district monitored include:

- Examination of financial operation of the Local Education Agency relative to fiscal-legal requirements of programs funded under Title I, Elementary and Secondary Act of 1965
- Review of personnel records and staff requirements
- Assessment of resource utilization
- Review of plan by school districts for determination of and response to pupil needs

DESCRIPTION OF CHANGES THE TEXAS EDUCATION AGENCY HAS MADE IN THE LAST THREE YEARS IN ITS PROCEDURES, AND THE EFFECTS OF SUCH CHANGES

Through a concentrated effort in FY68, the Texas Education Agency initiated and implemented the first comprehensive plan by a state to consolidate the application for most federal elementary and secondary school funds into a single application. The overriding purpose behind this effort was to move toward more comprehensive local and statewide planning, to avoid duplication of effort at the local education agency level, and to achieve decision flexibility without violating the purposes for which funds from Title I of the Elementary and Secondary Act were appropriated.

This effort on the part of the Texas Education Agency provided for the elimination of a large number of separate and distinct applications required under the guidelines for the various titles of Federal programs affected by consolidating them into a single application.

The consolidated approach encourages schools to begin priority planning for the use of Federal funds so that resources are concentrated on areas of greatest need. Schools can consolidate the separate plans for using the funds into broad educational designs. Consolidation is not an attempt to move away from categorical aid. Rather, the consolidated application allows school districts not only to apply those funds to the objectives and purposes for which they are by law intended, but also to coordinate them for most effective use.

Pilot Project in Educational Planning

As an outgrowth of the consolidated application for federal assistance, a pilot project in educational planning was initiated in the summer of 1968. As the first phase in a multi-year plan to enhance

planning capability in local school districts, staff from the Texas Education Agency and the regional education service centers served as a team to assist at least one pilot school in each of the state's 20 regional centers to move toward comprehensive planning. Emphasis in the pilot operation was on leadership activities which would result in models of effective local management to be replicated in other school districts across the state.

Long Range Planning

In 1970, with the advice of local school officials and education service center staff participating in the Pilot Project in Educational Planning, an Agency task force updated local education agency planning, application, and reporting procedures for school year 1970-71. The major emphasis of this updated version was upon five-year plans for designated components of the total program. Every school district in the state which conducts federally aided programs was asked to develop comprehensive, five-year plans.

Comprehensive, long-range planning of the school district's total educational program is a means of moving toward achievement of local goals and of obtaining maximum benefits, in terms of progress toward pupil development goals for resources expended.

EFFECT ON EDUCATIONAL ACHIEVEMENT

In order to eliminate as much as possible the overlap and duplication of evaluation reports, the data collection device, the Pupil Centered Instrument of the "Belmont" system, was used to supply information on educational achievement, cost as related to effectiveness, and community and parental involvement. These data have been reported to the United States Office of Education in raw form. Upon receipt of the processed Pupil Centered Instruments, the Division of Assessment and Evaluation in the Texas Education Agency will analyze the information and make appropriate reports to those responsible for administering programs funded under Title I of the Elementary and Secondary Education Act of 1965.

Information contained in the remainder of this report was collected on the FY 70 Consolidated Program Information Report (CPIR). The CPIR, one of the "Belmont" instruments, is completed by a representative sample of schools within the state and includes 101 school districts and 49.5% of the total state student population. It was deemed unnecessary to collect this same information from the Annual Evaluation Report of Programs for Educationally Disadvantaged/Low Income because it would have been a duplication of effort on the part of the local school districts.

COORDINATION OF FEDERAL FUNDS TO AUGMENT TITLE I FUNDS

In many districts, there are programs which are not operated solely with Title I funds. Other federal funds are used to supplement Title I ESEA funds when they can accomplish a common goal intended in the funding authorization. The table below indicates the other types of federal funds which were used to supplement Title I funds.

Table 5

*Funding Source	Total Dollars Spent
ESEA, III	$ 969,935
Vocational Education Act	482,291
ESEA, VII	517,271
CRA IV	6,380
Follow Through	1,077,172
Other Federal Sources (Includes EPEA, Head Start, National School Lunch Program, Special Milk Program, Neighborhood Youth Corps)	2,436,092

*Source: FY 1970 CPIR

This coordination of funds results in a comprehensive program for students, making available the best activities and services possible. Some of the uses of these supplementary funds were as follows: research and evaluation, personnel development, instructional materials, remedial and nonremedial basic skills projects, food, counseling services, health services, transportation, student subsidies, cultural enrichment, and maintenance and operation of plant facilities.

The following table indicates some of the districts in which large amounts of other federal funds were used to supplement Title I funds, the funding source, and the total dollars spent. It should be noted that these districts might be receiving money from other federal

agencies or might be receiving more of the particular funds noted here, but that money is not being used in conjunction with Title I money.

Table 6

District*	Source	Amount
Ft. Worth	ESEA III	$468,250
	Follow Through	540,556
	Vocational	106,142
	Other Federal Sources	419,369
San Antonio	ESEA VII	61,216
	Vocational	75,161
	Follow Through	12,328
Dallas	Vocational	75,572
El Paso	Other Federal Sources	445,074
San Diego	Follow Through	92,663
Ysleta	Other Federal Sources	217,848
Beaumont	Other Federal Sources	291,511
Lubbock	ESEA VII	102,718
	Other Federal Sources	219,771
Harlandale	ESEA VII	44,991
Del Rio	ESEA VII	29,398
	Vocational	106,549
Zapata	ESEA VII	44,958
Bryan	ESEA III	175,915
	Other Federal Sources	59,061
Corpus Christi	Follow Through	142,388
	Other Federal Sources	514,834
Rosebud	Follow Through	71,833
Uvalde	Follow Through	204,000
Weslaco	ESEA VII	51,500
La Joya	ESEA VII	51,498
Laredo	Other Federal Sources	174,980
	ESEA III	288,892
	ESEA VII	67,371

*Source: FY 1970 CPIR

PARTICIPATION BY NONPUBLIC SCHOOLS

Types of Programs Offered

Applications from 41 local school districts indicate that 250 nonpublic school campuses were eligible for Title I service and/or activities during the 1969-70 school year. Nonpublic school officials identified 19,426 students as educationally deprived. Of this number, there were 6,552 neglected and delinquent children who received services and/or activities under Title I ESEA. Exclusive of neglected and delinquent, there were 31 projects which served 10,572 nonpublic educationally deprived children during the regular term and 4,617 in the summer term.

The programs or activities and services offered in nonpublic schools generally paralled those provided in the public schools. These programs and the number of participants are listed below.

Table 7 Participants in Nonpublic Projects By Programs (Excludes Neglected and Delinquent)

Type of Program	Number of Participants
Regular Term	
Remedial Reading	10,168
Remedial English - Language Arts	2,922
Other Remedial Basic Skills	1,728
Testing	948
Health	5,215
Psychological Services	418
Counseling	753
Attendance	45
Transportation	722
Nonremedial Basic Skills	553
Textbooks	396
Food	112
Vocational	403
Other Pupil Services	372
Summer Term	
Remedial Reading	871
Remedial English - Language Arts	712

Extent of Joint Planning Between Local School Districts and Nonpublic Schools

The local school districts acted as fiscal agents for activities and/or services planned under the Consolidated Application for State and Federal Assistance. There are no specialized personnel within the state education agency assigned to Title I projects for nonpublic schools.

Cooperative planning by officials of the public and nonpublic schools in a district is encouraged by the Texas Education Agency. The Application for FY 70 asked for a listing of criteria used by the nonpublic schools in the identification of educationally deprived students. Local education agency officials were also asked to invite nonpublic school officials to participate in the planning of Title I programs. Participating nonpublic schools were invited to attend regional workshops on long-range comprehensive planning, planning programs for educationally deprived children, and evaluation training seminars for determining effectiveness of compensatory education programs. Components of the overall program in the nonpublic school were included in the description of each project's activities and services in a part of the application separate from public disadvantaged children. The staff of the Program Review and Approval Section of the Division of Program Funds Management, when reviewing each application, asked for additional information and clarification when needed, before the approval of a project was granted. Nonpublic schools which participate in Title I are monitored by the Texas Education Agency on the same visit to the local education agency which serves as fiscal agent to the nonpublic school.

IN-SERVICE TRAINING FOR TEACHERS AND TEACHER AIDES

The Texas Education Agency is aware that if teachers and aides are to be effective in the classroom and laboratory, they must have training that is up-to-date and relevant to the kinds of pupils whom they are treating. Using Title I, ESEA funds, local school districts have taken steps to keep their teachers and aides informed of the latest teaching methods, curriculum materials, methods of diagnosing and evaluating pupil problems, and other relevant information necessary for working with educationally disadvantaged/low income students through in-service training programs.

Since there are no certification or training requirements for teacher aides, the local districts have the sole responsibility for providing skill development activities to enhance the competencies of the aides. All in-service training programs funded under Title I, ESEA must include both teachers and aides. However, separate training can be given to teacher aides.

In the 101 school sample, 2,149 teachers participated in joint training activities with 458 aides. Per teacher expenditure was $59.32, while that of aides was $65.19. Using funds strictly from Title I ESEA, the following school districts show examples of expenditures as indicated on the 101 district sample:

Table 8 EXAMPLES OF EXPENDITURES ON IN-SERVICE TRAINING AS REPORTED ON CPIR

District	Number of Teachers	Cost of In-Service Training for Teachers	Number of Aides	Cost of In-Service Training for Aides	Cost of In-Service Training per Teacher	Cost of In-Service Training per Aide	Per Cent of Title I Allocation
Laredo ISD	61	$6,592	78	$6,090	$108	$ 78	1.3
North East San Antonio ISD	25	7,850	2	4,018	314	2,009	12.6
San Angelo ISD	180	6,431	17	1,900	36	112	2.9
Alice ISD	147	5,920	25	1,600	40	64	2.3
Clarksville ISD	7	5,000	11	2,225	714	202	5.1
Ft. Worth ISD	102	4,820	24	2,160	47	90	.5
Dallas ISD	53	6,084	0	0	115	0	.3
Edinburg ISD	44	3,300	13	650	75	50	.8